



Marking Policy – September 2021

The aim of this policy is to ensure a consistent approach to marking and feedback throughout the school.

Rationale:

Marking and feedback is a vital part of the learning process and as such needs to be applied in such a way that adults and children can easily move the learning forward. The aims of our marking and feedback policy are:

- to ensure children know their work is valued
- to provide continuity through a range of common symbols;
- to inform children of next steps in their learning;
- to understand what learning has occurred, evaluate effectiveness of teaching and plan progressively;
- to provide opportunity for self and peer-evaluation;
- to reflect, extend and challenge;
- to identify and monitor children's next steps.
- to address misconceptions

In order for children to understand the next steps in their learning it is essential that feedback is given.

Feedback: comments given to inform children about what they have done well and what they can do to get better. These comments may include annotated marking and questions used to:

- Support
- Challenge
- Move on
- Encourage deeper understanding through explanation and exploration
- Clarify
- Identify and correct errors

Identifying opportunities for marking and feedback at Chesterton Primary School:

Opportunities for marking should occur both during and after a lesson.

Adults should spend appropriate time with children during the course of a lesson to assess that understanding of the learning is clear and that children are on track to make progress. After the lesson, books should be marked and further opportunities for learning, relating to the learning challenge or writing skills, should be identified where appropriate. Children should be able to identify their own mistakes and correct them wherever and whenever possible.

Self-assessment

Children should be encouraged to identify aspects of their work that they think they have done well and aspects that they identify as their own next steps.

Peer assessment

Children should also be asked to mark each other's work and identify successful features and next steps for their peers.

What does marking and feedback look like in practice?

Where possible, marking during a session will be done with a purple pen. Marking after the session, where possible, will be done with a green pen so that children can identify new marking in their books.

EYFS

The majority of feedback in the Early Years is given verbally and observations used to develop further skills as identified.

However, there are opportunities for more formal marking to take place. When this begins to happen, the teacher will begin to use the symbols appropriate to progress learning. As each symbol is introduced, it will be displayed on the wall so that children begin to have a full understanding of what the symbol indicates in their work.

KS1

In KS1, further symbols will be introduced until a full range is used appropriate for the ability levels in the particular classes.

Symbols in use should be explained so that children have a full understanding and can begin to use them to self and peer assess.

As children progress, teachers will begin to use questions to encourage reflection about work and to help the children identify and correct their own mistakes.

KS2

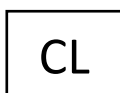
As children enter KS2 they will have a full understanding of the symbols used in the marking policy and will begin to respond to any further questioning with answers. Which, in turn, will form a dialogue between teacher and child.

What are the symbols and how might they suggest that a change needs to take place?

The symbols will stay the same throughout the school. Each symbol can be used with a multiply sign if a number of errors need addressing.



Have you remembered all of your finger spaces?
Can you see a place where you need to add finger spaces?
Can you add finger spaces to your correction section?



Can you use a capital letter at the beginning of your writing?
Can you show the beginning of sentences with capital letters?

P.

Can you show me where you might use a full stop?
Can you end all of your sentences with a full stop?



Can you write 3 the correct way?
Can you show me what d looks like in cursive?
What could you do to improve your presentation?

S

Can you write pig 3 times?
Which is correct, kight or kite? What other words have the ight sound?

S x

You have made a number of spelling mistakes. What are they and how should they be spelt?

V

What other word could you use to tell me about the sun?
What other words could you use instead of said?
Which words could you make more exciting? Choose 5 and change them.

G

What word do you need in your sentence for it to make sense?
Should you have used what or that in the following sentence?
Where have you used the wrong tense? Find and correct.

P

P can be followed by any form of punctuation to make it more specific.
Can you find a sentence that could have an exclamation mark on the end of it?
Where should the 3 missing question marks go?
Where does speech need to be marked?
Or it can be left as P
Where should the missing punctuation marks go?

How will errors and challenges be identified in work?

Maths

Incorrect answers will be marked with a cross so that children can easily see where they have made errors. Questions to be corrected should be identified by marking the answer with a yellow highlighter.

Incorrect formation of numbers needs to be addressed as well as formation of numbers (readability)

In the event that a child has all the answers wrong, choose questions which reflect the scaffolded marking or verbal feedback given. The amount of questions to be chosen is left to the teacher's discretion by taking into account: whole class learning and individual progress.

Other curriculum areas including English

Correction sections can be highlighted to make marking more specific. This might be a sentence or paragraph that needs to be corrected. Where you wish to identify a section for a child to correct, highlight a strip down the margin to indicate the section or highlight the sentence in yellow highlighter.

Weekly Write Books

These books will need to be marked weekly and children should be given clear strengths and targets for improvement so that week-on-week children are showing a developing understanding of their own writing and are making progress. Within the piece of writing, children should demonstrate their own editing skills and be encouraged to make improvements before their work is marked by an adult.

Where and When should children correct their work?

All work marked after the session will be corrected during a designated Fix-it time. Work to be corrected will be indicated using an open highlighted yellow box. The box makes it clear to the child that they have additional work to do. It also makes it clear to the teacher when the work has or hasn't been completed.

Planning for feedback and marking

Teachers should have a clear idea of the required outcomes from a learning challenge and marking should reflect this.

Challenging through marking and feedback

At times, there may be a lack of mistakes in a piece of work which could suggest that the work has been too easy. This is where questioning can be used to extend thinking. A teacher may:

- Set problems and investigations to develop reasoning, resourcefulness, responsibility, responsiveness, resilience, recollection and reflection;
- Provide opportunities for creative and productive thinking.
- Ask the child to explain their learning
- Ask a child to edit and improve a particular section of work

Ratified by Governors Date: Autumn 21

Date of Review: Autumn 24